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ABSTRACT

Planned as a cooperative program between Aims College and a local school district, the exemplary program Operation Bridge will represent a comprehensive approach to the vocational needs of disadvantaged youths with a program aimed mainly toward Chicano youths from economically underprivileged families. Project features are to include: (1) providing intensive vocational counseling based on the total family unit, (2) providing a broad occupational orientation for students--K-12, (3) providing intensive tutorial assistance for all pre-vocational and vocational students participating in Operation Bridge, (4) developing a work experience program, and (5) providing job placement and followup. Results of the first year's operations include inservice training for teachers and the development and use of career exploration packages for Grades K through 6 in the pilot school district. Major recommendations are: (1) that a career skill center be implemented to give students the opportunity to explore vocational areas, (2) expansion of the program, and (3) increased utilization of advisory personnel. (JS)

VT015244

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OPERATION BRIDGE PROJECT

an exemplary vocational education program

"bridging the gap between school and the world of work"

APR 20 1972

FIRST INTERIM REPORT

aims community college

greeley, colorado

ROBERT E. TAYLOR
DIRECTOR
CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
OHIO STATE UNIVERSITY

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February 25, 1972

Dr. Sidney High, Chief
Exemplary Programs, Contracts and
Grants Division
U. S. Office of Education
Washington, D. C. 20013

Dear Dr. High:

Enclosed is the first annual Interim Report of our Exemplary Vocational Education Program, Operation Bridge. This report covers the period from February 7, 1971, through December 31, 1971.

It is my hope that this report will prove to be comprehensive and will give you valuable information about the direction and accomplishments of the program.

Sincerely,

Ed Beaty
President

EBimas

Encl.

FIRST INTERIM REPORT

Project No. 0-361-0120
Contract No. OEC-0-71-0526

"Operation Bridge"--An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Henry De Petro
Aims Community College
P. O. Box 69
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February 25, 1972

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FIRST INTERIM REPORT

Project No. 0-361-0120
Contract No. OEC-0-71-0526

"Operation Bridge"--An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education Positions or policy.

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February 25, 1972

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REPORT SUMMARY

A. Time Period Covered

The first Interim Report of the "Operation Bridge" Program covers the period from February 9, 1971 to December 1, 1971.

B. The Goals and Objectives of Operation Bridge are as Follows:

1. Pre-vocational and vocational counseling on the basis of the total family unit.

2. K-12 Career Education within Weld County School Districts, including in-service training for teachers and administrators.

3. Intensive tutorial assistance for all pre-vocational and vocational students participating in Operation Bridge.

4. Formation and utilization of an advisory committee comprised of educational and manpower agencies.

5. Establishment of a county-wide referral and outreach system for referring potential and actual high school dropouts to the program.

6. Development of a Pre-vocational Career Exploration course to expose the student to the many options available to him in the world of work.

B. Goals and Objectives (cont'd.)

7. Development and utilization of a career skill center which offers significant exploratory "hands on" experiences.

8. To provide each Operation Bridge Vocational Student the opportunity for intensive vocational skill training within the available vocational-technical fields offered at Aims College.

9. To provide part-time and full-time job referral and placement services.

10. Program evaluation and dissemination of program achievements and results.

11. To provide follow-up services after termination or completion of program activities.

C. Procedures Followed

1. Recruitment and employment of project staff.

2. Recruitment of students for the program.

3. Conduction of in-service training workshops for the teachers within the pilot school district.

4. Selection and utilization of an administrative council from within the college.

C. Procedures Followed (cont'd.)

5. Utilization of internal and third party progress and evaluation reports to assist the project in an appropriate direction.

6. Gathering of relevant resource materials.

7. Development and utilization of "family unit" contacts by project counselors.

8. Conduction of an in-service program in cooperation with the University of Northern Colorado to assist public school teachers in the development and use of career exploration learning packages.

9. Establishment of a county-wide referral network for the recruitment of "potential" and actual dropouts.

10. Initiation of a pre-vocational career exploration class.

11. Establishment of intensive tutorial assistance to all pre-vocational and vocational students participating in the project.

12. Continuous evaluation throughout the program year.

D. Results and Accomplishments

1. In-service training was conducted with the teachers of the pilot school district (K-6).

D. Results and Accomplishments (cont'd.)

2. Career exploration packages were completed and utilized within the pilot school district (K-6).

3. An evaluation of the first in-service training session was performed by Mrs. Maurice Ward of the University of Northern Colorado Vocational Education Department.

4. Positive feedback from the teachers and administration of the pilot district toward career education activities was achieved.

5. The effectiveness of utilizing counselors who have themselves come from the disadvantaged target group was proven in the Aims College Special Needs Program.

E. Evaluation

A continuous third party evaluation was carried out by Mr. Fred Carvell of Tadlock Associates, Inc. That report is included as the last portion of this interim report.

F. Conclusions and Recommendations

Conclusions

1. The first year of program operation consisted principally of planning the program activities.

F. Conclusions and Recommendations (cont'd.)

2. The responsiveness and cooperation from teachers, counselors, and administrators toward the activities of the project, indicated a positive and growing need for such activities.

3. Public school and post secondary students exhibited a strong interest in career exploration activities.

4. Total family-unit counseling proved to be a valuable aspect in the retention of students to the program.

Recommendations

1. The implementation of a career skill center to give students the opportunity to explore vocational areas is needed.

2. A more aggressive approach to involving public school personnel in the K-12 program must be attempted.

3. In order to geographically reach a greater number in the district, the services of the program should be expanded.

4. Articulation with community agencies, manpower agencies, and education personnel should be reinforced.

5. Utilization of advisory personnel should be attempted to a higher degree.

F. Conclusions and Recommendations (cont'd.)

6. A greater proportion of the responsibility for evaluation by local and state officials, relying less on third-party evaluation teams, must be assumed.

BODY OF THE REPORT

A. Problem Area

The primary objective of Operation Bridge is to provide a comprehensive and innovative vocational education program for disadvantaged youth. As stated within the original proposal, the activities of this project are being conducted throughout the district served by Aims College.

The Operation Bridge target population consists principally, but not exclusively, of Chicano youths who are members of economically underprivileged families. This population is characterized by low educational attainment, language barriers, little or no skilled job training and substantial numbers of unemployed which contribute to a lack of full social, political and economic participation in the community.

The Mexican-American Population -- A Description of the Disadvantaged

Poverty and its adverse effects are not limited to only the Mexican-American in this region; however, the low income Mexican-American family represents a unique need which can be met only by new and more relevant forms of education. This is particularly apparent in attempting to open new vistas of occupational education.

The Mexican-American Population (cont'd.)

Why does the Mexican-American youth present a unique need in the occupational area? Essentially, the problem can be defined in the following three ways:

1. There is a substantial communications gap between the youth, the school and the world of work.

2. The youth are given minimal exposure to work and as a result, tend to have narrow occupational aspirations.

3. Traditional educational programs and manpower institutions have tended to impose upon the Mexican-American irrelevant and even conflicting educational and occupational programs and values.

The reasons for these problems become apparent when analysis is made of personal and family characteristics of the Mexican-American. In a study prepared for a sociological forum at the University of Northern Colorado, these traits were identified as being typical of the Mexican-American.

1. Has been exposed only to the social and cultural traditions of the family unit; is generally alienated from participation in a larger and comprehensive social structure; has wide areas of ignorance but is suspicious of new knowledge and

innovations; as a result tends to appear anti-intellectual and pragmatic

2. Appears to learn most readily through a physical, concrete approach; appreciates knowledge for its practical applied ends but rarely values its real worth; places little value in general or basic education because of his cultural and social orientation; consequently has general rejection of the educational system prior to being exposed to occupational or applied knowledges

3. Comes from a male-centered culture, which values masculinity and its attendant action; judges intellectual or educational activities as unmasculine

4. Comes from a culture which values traditional heritages; is religiously oriented but maintains basic superstitions

5. Is unaccustomed to insight building; supplying of elemental needs dominates thinking; is motivated by short-term goals but generally lacks long-term objectives

6. Read ineffectively and is deficient in communications skills; understand more language than

The Mexican-American Population (cont'd.)

is used but lacks the vocabulary prevalent in the school environment

7. Is unaware of the "ground rules" for success in school or on the job; generally lacks exposure to all the available components for success.

8. Enjoys the cooperativeness and mutual aid afforded by close family allegiances; looks to the family unit for security and approval.

Within the parameters of his own cultural and social environment, the typical Mexican-American can function in a meaningful and productive manner.

Unfortunately, most educational systems and occupational settings provide little awareness of the unique cultural and social background of the Mexican-American. He is thrust into an environment which lacks purpose and relevancy for him.

The program is built around the social and cultural perceptions of the target group and provides a new and more meaningful approach to occupational education.

Other Economic, Social and Cultural Disadvantages

While the two previously described factors are most important

Other Economic, Social and Cultural Disadvantages (cont'd.)

in establishing the need for this project, there are many other aspects of the economical, educational and cultural environment which magnify the intensity of its importance. The following statements are only a brief summary of the elements comprising the disadvantaged population in the areas served by Aims College and Operation Bridge.

1. Over 900 adults in the Aims College District have never attended school.

2. Over 15,000 adults in the Aims College District have attended school for less than eight years.

3. Over 15 percent of the population of the Aims College District are of Mexican-American descent.

B. Goals and Objectives of Operation Bridge

1. Operation Bridge hopes to provide intensive vocational counseling based on the total family unit. The Operation Bridge student will be contacted on a regular basis in order to assess his degree of progress in his chosen vocational or pre-vocational area.

2. Operation Bridge plans to provide a broad occupational orientation for students from kindergarten through the twelfth grade.

B. Goals and Objectives of Operation Bridge (cont'd.)

3. Operation Bridge plans to provide intensive tutorial assistance for all pre-vocational and vocational students participating in Operation Bridge.

4. Operation Bridge plans to establish a county-wide referral network made up of local public school personnel, community action agencies, community service agencies, etc. to be utilized in order to identify and recruit students that indicate a need for the services of Operation Bridge.

5. Operation Bridge proposes to develop and implement a work experience program that enables the vocational student the opportunity to gain worthwhile and relevant experience in his chosen vocational field.

6. Operation Bridge plans development and use of career education materials in in-service training programs for teachers and in the K-12 classrooms.

7. Operation Bridge anticipates increasing student awareness concerning the wide options available to them in the world of work

8. Operation Bridge expects to provide job placement and follow-up in cooperation with appropriate employment services and manpower agencies.

B. Goals and Objectives of Operation Bridge (cont'd.)

9. Operation Bridge hopes to supply effective evaluation by the staff of Aims College and by outside evaluators.

10. Operation Bridge plans dissemination of results, materials and techniques developed by the program.

C. General Project Design

Student Population

The student population served by Operation Bridge (not to include those within the K-12 component) is comprised of youths between the ages of 16 and 21. These youths are primarily of Mexican-American descent and disadvantaged socially, educationally and economically. The major portion of this population has less than a tenth grade education and is under employed or unemployed.

For the majority of these students, Operation Bridge has become the first educational endeavor they have become involved in since leaving the school system that, for one reason or another, did not serve their immediate needs.

Project Staff

The project staff has been selected on the basis of serving individual needs of each student. Realization that the

C. General Project Design (cont'd.)

majority of students participating in the program are of Mexican-American descent had much bearing upon staff selection.

The project staff is comprised of the following positions:

1. The Project Director.
2. Two Project Vocational Counselors.
3. Five part-time Tutor-Counselors.
4. One Pre-Vocational Instructor.
5. One Secretary.
6. Various Consultants.
7. One Career Skill Center Instructor.

The Special Needs Program at Aims College provides for an instructional program for pre-vocational students, (i.e., Non-English Speaking and Adult Basic Education). Intensive counseling and long-range follow-up are continuous and integral parts of this aspect of the program.

The total family-unit guidance and counseling aspect of the program utilizes the perceptions and empathetic understanding of counselors who have themselves, come from a background of social and economic disadvantagement. The influence of the family and its use as an effective counseling device is obvious in this project; related findings were reported by Alvin L. Betrand in a research

C. General Project Design (cont'd.)

study published by Louisianna State Univeristy.

Tutorial Assistance

The educational success of many Operation Bridge students is dependent on intensive tutorial assistance. The Special Needs project at Aims College has demonstrated that the tutorial system has been highly effective in improving student academic success, and in increasing student retention rate. As reported in The Clearing House, the Cache-Logan Tutorial Center conducted an experiment to determine the effectiveness of a tutorial system and found significant increases in the achievement of those students receiving tutorial aid.

The K-12 Career Education Component

The elementary and secondary career exploration component will serve all of the students on a K through 12 basis. All school districts within Weld County (of which there are 12) shall eventually be included in this particular component. Career exploration on a K-12 continuum will give the student the opportunity to thoroughly explore the world of work.

Due to great emphasis placed on the academic areas of study and the preparation of students for entrance into college baccalaureate programs, the need for a program

C. General Project Design (cont'd.)

that stresses career and vocational education is paramount. In-service training workshops in the area of vocations and awareness of the world of work for teachers on a K-12 basis is drastically needed. Elementary and secondary school counselors must become familiar with the wide range of career counseling activities and with the most up-to-date methods and materials that are needed for relevant career counseling.

Career education must become an integral part of the present curriculum at all grade levels and in all of the school districts within Weld County. In order to accomplish this, all teachers, counselors and administrators must become involved in the planning and implementation process. It is these instrumental people that are best suited to make key decisions regarding curriculum needs of their students.

Public agencies, education personnel and people in all areas of the community must become involved in career development if it is to succeed.

Pre-Vocational Career Exploration Course

Near the end of the first year of program operation, a career exploration course was initiated to give the pre-vocational student an opportunity to explore the world of

C. General Project Design (cont'd.)

work and the vocational-technical areas offered by Aims College. The course is designed to give the pre-vocational student a glimpse of the various occupational opportunities available to him upon completion of necessary course work at Aims College. It is also designed to present a practical demonstration of the tools used in the vocation, plus an actual on-the-job visit to an industry that utilizes the particular vocation. Other activities include lectures, slide presentations, films of a vocational nature, recordings and field trips.

Total Family Unit Counseling

Each pre-vocational and vocational student participating in the program is contacted on a regular basis in the counselor's office and in the student's home with the family. Every effort is made to plan for a career that will produce relevancy and satisfaction for the student.

The student's family becomes involved in the career goal planning of the student in order to minimize the chances of interest conflicts.

D. Results and Accomplishments of the Project K-12 Career Education

The pilot school district, Fort Lupton RE-1, participated

D. Results and Accomplishments of the Project K-12 Career Education (cont'd.)

in Career Education in-service training sessions in order to gain a better understanding of the need for career education activities on a K-12 continuum. The teachers, counselors and administration of the Fort Lupton District have displayed much cooperation and interest in Aims College and in Operation Bridge.

A set of career exploration learning packages (K-6) was developed by Mr. Dick Wood of the University of Northern Colorado's Department of Special Studies and Continuing Education. These packages are being critiqued by the pilot district elementary teachers and utilized on a limited basis. The response to the packages by those teachers has been positive.

The two counselors of the Fort Lupton School District have also become involved in career counseling, utilizing various media that has been prepared or purchased by Operation Bridge and Aims College. They are being encouraged to conduct interest, personality and vocational testing. Through their efforts, students will become more aware of training programs, technical schools and the many options available to them in the world of work.

E. Program Evaluation

Progress evaluation was an on-going and comprehensive aspect of the program during the first year of operation. Tadlock Associates, Incorporated was the consulting team which was contracted for the evaluation.

The progress reports made during this time were utilized to help clarify program objectives and directions.

F. Conclusions, Recommendations and Implications

The degree of success that Operation Bridge has met with during its first year of program operation can be stated as "limited".

During this time the program has sparked a great deal of interest in school personnel, manpower agencies and the community in career education. This interest in the program within the geographical area of Weld Couny is still growing and will, in all likelihood, expand in the future.

During the first year a number of pilot efforts were experimented with on a trial basis, in order to determine which type of activity would offer the highest degree of relevancy. Those activities proving the greatest potential for success will be retained.

F. Conclusions, Recommendations and Implications (cont'd.)

The need for a career skills center has been strongly indicated in order to give students at the pre-vocational level an opportunity to gain valuable "hands on" experience within "mini-type" vocational labs. Therefore, second year program operations shall include such a career skill center that will provide the pre-vocational student an opportunity to gain relevant and useful short term exploratory experiences.

Advisory committee members from community, education, personnel and manpower representatives will be more fully utilized than during the first year of program operation.

The evaluation process will become a greater responsibility of the administration of Aims College and Colorado State Department of Education. Third party outside evaluation will be relied upon to a lesser degree in comparison to that which took place during the first year of operation.

Tadlock Associates Inc.

INTERIM REPORT

Proposal No. 0-361-0120

OPERATION BRIDGE--AN INNOVATIVE, COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH

(Exemplary Project in Vocational Education
Conducted under Part D of Public Law 90-576)

Evaluation conducted by
Fred Carvell, Vice President
Tadlock Associates Inc.
Los Altos, California 94022

December 1971

85 THIRD STREET • P. O. BOX AB • LOS ALTOS, CALIFORNIA 94022 • TELEPHONE 415-941-2555

PREFACE

This first year interim evaluation report contains a summary of the findings, observations, and third-party assessments made by Tadlock Associates Inc. (TAI) on Operation Bridge. The contents must be read and interpreted with several important qualifications.

First, the evaluation period covered in this report is from May through mid-November, 1971. This time period does not coincide with the regular academic calendar of the College. Consequently, the evaluation period is out of phase with the actual operational year of the program. This dysfunction was the result of an early delay in implementing Operation Bridge at AIMS College which necessitated an extension by the USOE of the first year fiscal period from July until December 1971.

The dysfunction of the operational period and the evaluation period should be noted because the results of the program would no doubt be different if the program were evaluated from the fall of 1971 through the fall of 1972. Obviously, the number of participants, dropouts, and the placement of students in vocational programs and in jobs would differ from those appearing in this report.

Second, the delay of actual implementation of several program components related to prevocational instruction and work study or cooperative education that are noted in this report would probably be modified if the evaluation period was extended.

Third, the accelerated pace with which Operation Bridge and AIMS College have taken steps to strengthen administrative relationships, accommodate the planning process, and improve coordination of program components with other organizational units of the College can only be moderately reflected in the data and observational material gathered to compile this report because many changes were initiated during or shortly after the final field visit of the TAI evaluation team in November. Despite the fact that the results of the changes that are in process cannot be presently assessed, the mere fact that several operational changes are under way is an indication of the desire of the Director of Operation

Bridge, his staff, and other College administrators to improve the effectiveness of the program and provide needed assistance to participating students.

Acknowledgements

The entire staff of Operation Bridge cooperated throughout the course of the evaluation by providing requested information and volunteering their own concerns and suggestions for improvement of the program. All AIMS College administrators who were contacted by TAI were cooperative and candid in their responses. All who contributed to the evaluation effort have the appreciation of TAI. The following AIMS College staff members were especially helpful:

Dr. Edward Beaty, AIMS College President
Dr. Thomas Sullivan, Dean of Instruction
Mr. Richard Laughlin, Dean of Students
Mr. Robert Rangel, Director of Special Needs
Mr. Henry DePetro, Director of Operation Bridge
Mrs. Charlotte Andrade, Operation Bridge Counselor
Mr. Phil Rangel, Operation Bridge Counselor

TAI Evaluation Team

The principal investigator and author of this evaluation report was Fred Carvell. He was assisted in the collection and analysis of data from families of participating students by Gilbert Rodriguez. Joan Carvell was the principal field analyst on the K-12 occupational orientation component of the program. Max Tadlock reviewed the evaluation data and final report.

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INTERIM EVALUATION REPORT
OPERATION BRIDGE--1971

Introduction

AIMS College serves a community with a high proportion of disadvantaged youths. The College has endeavored to meet the educational requirements of these students through a Special Needs Program which is designed to promote educational and job opportunities for minority and disadvantaged students of the district. The Special Needs Program is locally funded and provides financial assistance for needy students in order to cover the costs of tuition and necessary educational materials. Because of the magnitude of need for basic education among the culturally, socially, and economically disadvantaged students served by the College, emphasis in the Special Needs Program has been placed on providing students with intensive educational assistance and tutoring so that they can succeed in the regular educational programs offered by the College.

The College realized that greater emphasis should be placed on the occupational preparation and training of disadvantaged students than the locally funded program could afford. Therefore, on December 29, 1969, AIMS College submitted a proposal for Operation Bridge to the U. S. Commissioner of Education under the provisions of Part D of the Vocational Education Amendments of 1968. The project was approved and funded November 1970. Thus, the proposal for funding Operation Bridge was an outgrowth and extension of the original and local effort of AIMS College to meet the educational needs of students through its Special Needs Program.

Two key considerations demonstrated the need for Operation Bridge:

1. The high number of socially and culturally disadvantaged youths in the district, particularly those of Mexican-American descent; and
2. The general lack of occupational orientation and vocational training available to students in the elementary and secondary school systems served by AIMS College.

After receiving notification of approval and funding, the project was co-directed for approximately four months by the Dean of Instruction and the Director of Vocational-Technical Education. However, between the time of submitting a proposal for Operation Bridge and the date of receiving final approval, a number of substantial changes had taken place at AIMS College. Included among these were the following changes: the primary author of the proposal had left the institution, College enrollments had increased significantly, a new campus site had been acquired, and a major construction program for a vocational-technical facility had been undertaken.

These changes placed on the intended co-directors a greater work load than had been anticipated at the time of the original project design. Therefore, College officials decided to hire a full-time Director whose sole responsibility would be to administer the various operational components of Operation Bridge. November 1970 to February 1971 was devoted largely to screening qualified applicants and selecting a Project Director. This resulted in delaying the implementation of the operational elements of the program until Spring 1971.

Activities of Tadlock Associates Inc. as Third-Party Evaluator

Shortly after the Project Director was selected, two counselors and a clerical and a tutorial staff were hired. Program planning commenced in April 1971 and Tadlock Associates Inc. (TAI) was selected as an outside evaluator in May 1971.

In response to specific requests itemized in a letter (request for proposal) from AIMS College (March 10, 1971), TAI accepted contractual responsibility for the following primary study tasks and activities:

1. To establish liaison with the Program Director and staff and other necessary persons in state and federal agencies who are involved with funding and monitoring Operation Bridge.

2. To assist the staff of Operation Bridge to define program objectives and state them in terms of measurable performance standards.

3. To conduct interviews with project staff members to obtain their opinions, ideas, and suggestions on the program and its operation.

4. To conduct two on-site visits during the coming project year to observe the program and consult with staff members on operational problems and performance of students.

5. To conduct interviews with approximately ten percent of the students and five percent of the families in order to obtain their reactions and opinions of the program.

6. To prepare necessary instruments for data collection during the project and train the project staff in the use of these instruments.

7. To prepare brief quarterly reports on the progress and activity of the project to be submitted to the Project Director.

8. To prepare a final summary report of the first-year operations containing the findings and recommendations of the TAI study team.

All of the agreed upon tasks and activities were performed by TAI and specific references to the results and products of each are cited in appropriate sections of this first-year interim evaluation report (which concludes study task 8 listed above).

Evaluation Procedures

The four-month delay in actual program planning and implementation mentioned earlier necessitated a request by the Director of Operation Bridge to the United States Office of Education to extend the first year of the project until December 31, 1971. This request was approved. The period covered by this interim evaluation report is from May 1971 to December 1971.

The involvement of TAI as a third-party evaluator during the period between May and September 1971 was focused on refinement of program

objectives, designing and planning various program components, and assisting the Project Director and other AIMS College administrators establish procedures and communications channels for implementing Operation Bridge.

In order to assess the progress of program planning, a TAI team member made periodic site visits to AIMS College to consult with project staff members and other College personnel. Such visits were made during the months of May, June, and August-September. In October, the Project Director, the Dean of Students, and the Special Needs Director of AIMS College met with the evaluation team at the TAI offices in Los Altos, California. The observations, suggestions, and results of each of these visits were summarized in progress reports which were submitted to the Project Director after each visit. Copies of each progress report were delivered to the Project Director on the following dates for duplication and distribution to appropriate AIMS College administrators and designated personnel from the Regional Office of the USOE and the State Department of Education in Colorado.

Progress Report 1: June 7, 1971

Topics covered were

1. Review of Operation Bridge objectives
2. Problems identified as barriers to reaching Operation Bridge objectives
3. Issues and questions that Operation Bridge should consider
4. Specific courses of action to reach operational objectives on (1) development of Career Exploration Packages, and (2) development of recruitment, selection, and placement procedures.

Progress Report 2: June 30, 1971

Topics covered were

1. Operation Bridge goals and objectives
2. Administrative relationships

3. Priority of activities for Summer 1971

   - Formation of a Lay Advisory Committee
   - Student recruitment procedures
   - Contacts with school districts in Weld County
   - Career Exploration Packages (CEPs)
   - Development of exploratory program
   - Work experience program
   - Placement of Operation Bridge students

4. Evaluation schedule for Operation Bridge.

Progress Report 3: September 10, 1971

Topics covered were

1. Role of Tadlock Associates Inc. (TAI) as (third party) project evaluator
2. Observations on institutional attitudes toward Operation Bridge
3. Indications of progress during Summer
4. Suggestions for future operations of Operation Bridge
5. Outline of evaluation procedures.

Progress Report 3: Supplementary Report, September 22, 1971

Topic covered was

1. Data gathering instruments and instructions for Operation Bridge evaluation during first year.

Progress Report 4: October 20, 1971

Topics covered were

1. Review of progress of Operation Bridge since third-party evaluation team visit in September
2. Review and verification of background and historical development of Operation Bridge to be used in evaluation report submitted by TAI

3. Review of written instruments used to gather quantitative data on Operation Bridge during the fall term (1971)

4. Development of student questionnaire and methods for administering it to Operation Bridge students

5. Development of administrative questionnaire on Operation Bridge to be filled out by officials of AIMS College

6. Development of teacher/counselor questionnaire administered to vocational teachers and counselors at AIMS College who were not directly a part of Operation Bridge staff

7. Review of various types of student interest and aptitude inventories that might potentially be adopted by Operation Bridge as a counseling tool

8. Review of multimedia occupational guidance materials and equipment at Santa Clara County Career Information Fair, which might be used by Operation Bridge.

9. Special conferences with college and school personnel in the Santa Clara County area to discuss analogous multicultural program problems and counseling methods and instruments.

Taken as a whole, the information gathered by TAI between May and October 1971 constituted an ongoing assessment of the process used to plan and implement Operation Bridge. Data gathered through written instruments, interviews, and observations during October and November were directed toward evaluating the product or results of the program so far as students, family units, and user high school personnel were concerned.

On-site visits by the TAI evaluation team were conducted during the third week of November. Specific methods used by TAI to gather evaluative data on the first year of Operation Bridge included:

1) Personal interviews with ten Operation Bridge students.

2) Personal interviews with six family units of students participating in Operation Bridge.

3) Personal interviews with six staff members of the Fort Lupton School District which was used as a pilot district for the K-12 occupational orientation component of the project.

4) Observation of a teacher workshop sponsored by Operation Bridge in which materials were being developed for the K-12 orientation component of the project. Eleven of the nineteen participating teachers were interviewed.

5) Personal interviews with the Director and staff of Operation Bridge.

6) Personal interviews with the President of AIMS College, Vice President, Dean of Instruction, Dean of Students, Director of Vocational Education, and Director of Special Needs. In addition, interviews were held with other College personnel in counseling, the library and multimedia center, job placement, and the business office to obtain ideas and suggestions regarding Operation Bridge.

7) Written questionnaires asking for reactions and suggestions on Operation Bridge distributed and collected from:

- 29 Operation Bridge students
- 6 GED teachers involved with Operation Bridge
- 12 AIMS College instructors, counselors, and administrators who were directly or indirectly related to the activities of Operation Bridge.

8) Collection of descriptive and statistical data related to student enrollment patterns and characteristics, equipment and other resources used in the instructional program, and budget for the project. Forms for such data collection were designed by TAI and are on file with the Director of Operation Bridge.

The conclusions and recommendations of TAI resulting from the information gathered through the methods mentioned above are presented where appropriate in the following sections of this interim evaluation report.

Program Goals and Objectives

The broad goals of Operation Bridge were strongly influenced by the general goals of the legislation under which it was funded (PL 90-576, Part D). After carefully reviewing the original project proposal, the Project Director and other AIMS College officials agreed upon three broad goals for Operation Bridge.

1. To provide intensive occupational guidance and counseling prior, during, and after student participation in the project.

2. To increase vocational education opportunities for disadvantaged youth and provide job entry level skills.

3. To provide broad occupational orientation at the elementary and secondary school levels in Weld County.

Interviews and discussions were conducted with the Project Director and other AIMS College officials related to the program during which specific program objectives were agreed upon. The program objectives related to each of the three broad goals above are as follows:

Goal 1: To provide intensive occupational guidance and counseling prior, during, and after student participation in the project. The eight specific objectives related to counseling and guidance are

1) To utilize professional counselors and paraprofessional personnel from the same ethnic group as the majority of the student target population.

2) To establish a student recruitment system among local school districts in order to refer actual or potential dropout students to Operation Bridge.

3) To establish a student referral network, using leaders of the Mexican-American community and various manpower agencies serving Weld County.

4) To establish and maintain counseling contacts with the family unit of all students participating in Operation Bridge at AIMS College.

5) To provide continuous and intensive counseling for all students enrolled in Operation Bridge at AIMS College.

6) To provide financial assistance counseling for students enrolled in Operation Bridge at AIMS College.

7) To develop and maintain long range follow-up and counseling for Operation Bridge students after completion of vocational training at AIMS College.

8) To provide initial job placement referrals and assistance for all Operation Bridge students completing vocational training at AIMS College.

Goal 2: <u>To increase vocational education opportunities for disadvantaged youth and provide job entry level skills</u>. The seven specific objectives related to increased vocational education opportunities are

9) To accept and integrate eligible students into Operation Bridge any time during the school year.

10) To provide prevocational exploratory courses, basic education, and remedial instruction for Operation Bridge students enrolled at AIMS College.

11) To develop individual and flexible instructional packages for vocational education orientation of Operation Bridge students.

12) To integrate as many Operation Bridge students as possible into ongoing vocational programs at AIMS College.

13) To provide ongoing intensive tutorial assistance to Operation Bridge students enrolled at AIMS College.

14) To implement a series of vocational education courses at AIMS College for secondary school students (11th and 12th grades) that will be available to eligible Operation Bridge students.

15) To place Operation Bridge students in a work experience program on the basis of their readiness (as judged by the staff of Operation Bridge) and the availability of work stations in AIMS College and the employment community.

Goal 3: To provide broad occupational orientation at the elementary and secondary school levels in Weld County. The three specific objectives related to occupational orientation are

16) To develop and distribute occupational exploration packages containing audio and visual teaching aids suitable for use in four different grade levels in elementary through secondary schools.

17) To sponsor and conduct a series of orientation workshops for elementary and secondary teachers on the topic of occupational preparation and vocational education.

18) To establish and utilize a Lay Advisory Committee for Operation Bridge composed of community leaders in Weld County.

Program Components

In order to meet the specific objectives of Operation Bridge, eight program components were designed to be implemented during the first year of operations.

1. Ongoing counseling services for all Operation Bridge students.
2. Family unit contacts and counseling.
3. Intensive ongoing tutorial assistance for Operation Bridge students.
4. Prevocational instruction in reading to bring students up to at least a tenth grade reading level.
5. An exploratory occupational course to familiarize students with available occupational programs offered at AIMS College.
6. A work experience program.
7. A countywide student referral network utilizing persons in the local schools and community to identify and recruit students for the program.
8. A K-12 Career Exploration Program to provide classroom materials for students and to provide inservice training for teachers in career planning.

All program components implemented during the initial year are included in this interim evaluation. However, the extent to which the stated objectives were reached cannot be assessed in all cases. Table 1 shows the relationship of goals and objectives to certain program components. The table also indicates the program objectives and components being evaluated by TAI. As can be seen from the information in Table 1, the extent to which certain objectives were attained cannot be gauged because either no related activity has yet been initiated or because the program is too new to have had any students complete it. The problem of delayed implementation of certain program components is one which has been particularly onerous for the administration of Operation Bridge, and a management problem that required the attention of both the evaluator and the administrators of the institution.

Table 1

RELATIONSHIP OF OPERATION BRIDGE GOALS AND OBJECTIVES
TO PROGRAM COMPONENTS BEING EVALUATED

Program Goals	Related Program Objectives	First Year Evaluation Conducted by TAI	Program Component Related to Objectives
1. To provide intensive occupational guidance prior, during, and after student participation in Operation Bridge	1. Utilize ethnic counseling staff	Yes	Student counseling
	2. Establish student recruitment system in schools	Yes	Countywide referral network
	3. Establish student recruitment system in community	Yes	Countywide referral network
	4. Establish contact with family units	Yes	Family unit contacts
	5. Provide continuous student counseling	Yes	Student counseling
	6. Provide financial assistance counseling	Yes	Student counseling
	7. Provide long range follow-up counseling	No	No students have yet completed the program
	8. Provide initial job placement	No	No students have yet completed the program

Table 1 (Cont'd.)

Program Goals	Related Program Objectives	First Year Evaluation Conducted by TAI	Program Component Related to Objectives
2. To increase vocational education opportunities for disadvantaged youth and provide job entry level skills	9. Accept and integrate students during school year	Yes	Prevocational instruction, Exploratory Occupational Course
	10. Provide prevocational instruction	Yes	Prevocational instruction
	11. Develop instructional packages for exploratory vocational education	No	No activity undertaken during evaluation period
	12. Integrate students into ongoing occupational programs	Yes	Prevocational instruction
	13. Provide ongoing intensive tutorial assistance	Yes	Tutorial assistance
	14. Implement vocational courses for 11th and 12th graders	No	No activity undertaken during evaluation period
	15. Place students in work experience (work-study and cooperative work experience)	Yes	Work experience
3. To provide broad occupational orientation for K-12 schools in Weld County	16. Develop and distribute occupational exploration packages in Grades K-12	Yes	K-12 Career Exploration
	17. Sponsor and conduct workshops for K-12 teachers on occupational preparation	Yes	K-12 Career Exploration
	18. Establish and utilize a Lay Advisory Committee for Operation Bridge	Yes	Countywide referral network, K-12 Career Exploration

FINDINGS AND EVALUATION RESULTS

Because of the complexity and scope of Operation Bridge, the third-party evaluation team concentrated its focus on three primary areas of activity during the first year.

1. The extent to which the program was made available to the target population and the holding power of the program.
2. The extent to which the program reached its stated objectives during the first year.
3. The administrative structure and processes used to implement the program.

Organization of This Report. The remaining sections of this report contain the findings, comments, and recommendations of the third-party evaluators in regard to each of these areas of investigation. The specific findings related to the topics mentioned above are preceded by a general statement of findings and recommendations by TAI.

General Findings and Recommendations

Although the following sections deal with specific findings and recommendations, it is important that a number of general observations and suggestions be made about the program as a whole.

The most characteristic quality of the Director and staff of Operation Bridge is their dedication to the general goals of the program and the conscientiousness with which they have dealt with the students participating in the program. This humanistic quality is such a positive factor that a number of other programmatic weaknesses are overshadowed.

Generally the program has received favorable coverage by local newspapers, and so far as can be determined by contacts with family units and personnel from local school districts, Operation Bridge is looked upon as an important component of the services AIMS College is providing to its community.

- TAI believes that sufficient and satisfactory progress has been made during the initial year of operation to reach the program's objectives, that a second year of the program should be undertaken and funded.

The major strengths of the first year's operation have been those activities and program components related to: (1) student counseling, (2) family unit contacts, and (3) developing a general climate of acceptance in the pilot district (Fort Lupton) for the implementation of a K-12 occupational orientation program. Note that these are essentially preliminary phases and services rather than implementations of programs related to instruction.

Major programmatic weaknesses during the first year were related to: (1) implementing a Career Exploration program for Operation Bidge students at AIMS College, (2) implementing a work-study and/or cooperative work program for Operation Bridge students, (3) integrating students into ongoing occupational programs after the academic term has begun, and (4) having a systematic counseling procedure for helping students identify and assess their own occupational interests and aptitudes.

Major administrative problems have been related to: (1) coordination of the instructional components of Operation Bridge with the general studies and vocational departments of AIMS College, (2) clearly seperating the mission and consequent functions of Operation Bridge from those of the Special Needs Program, (3) planning and implementing programs of action that affect other AIMS College departments and units outside of Operation Bridge, and (4) lack of adequate budgetary information and control systems for Operation Bridge.

The positive elements of administration lie in the high level of interest and concern all administrators at AIMS College have indicated to the third-party evaluator in improving the program and making it a success. This factor was important in helping the evaluator decide that the Director and staff of Operation Bridge, as well as the total administrative group of the College, were prepared to make a genuine effort to accelerate the decision-making process and implement needed programmatic and administrative changes during the second year of the project.

- TAI suggests that the following general changes or modifications be considered for immediate action:

(1) That a Career Exploration Course be implemented at once on a pilot basis.

(2) That responsibility for each of the following components of Operation Bridge be assigned to full-time personnel who are made accountable for them.

  - Development and implementation of a work-study and/or cooperative work experience program
  - Coordination of the K-12 occupational orientation component that includes developing the concept of occupational orientation by grade level, inservice training and workshops, and selection and marshalling of audio-visual materials to be used in this component.

(3) That the administrative planning and review function of Operation Bridge involve other units of AIMS College through an Administrative Advisory Council comprised of the Vice President of AIMS College, Dean of Instruction, Dean of Students, Director of Vocational-Technical Education, Director of Special Needs, and the Director of Operation Bridge.

(4) That the programmatic activities of Operation Bridge and Special Needs be coordinated with other units of AIMS College through a single office; and that criteria for determining the eligibility of students for each program be carefully specified in writing.

(5) That a systematic information and reporting mechanism for maintaining budget control be implemented. This system should include a monthly report of funds encumbered and expended with the remaining balance indicated for each major category of the budget.

(6) That increased emphasis be placed on providing information about Operation Bridge to counselors, teachers, and administrators of AIMS College who are not directly involved with the program. Both written means and face-to-face group meetings might be employed in this endeavor.

(7) That the counselors of Operation Bridge adopt the use of a simple and self-administering occupational interest survey instrument to help determine the most appropriate occupational choice and program for students.

(8) That specific objectives be written for the following components of Operation Bridge:

- Family unit contacts
- Prevocational education (Career Exploration)
- Tutorial services
- Cooperative education and work study
- K-12 occupational orientation.

(9) That the stated program objectives for the first year be reviewed and modified as appropriate by the staff of Operation Bridge and the Administrative Advisory Council mentioned above.

These general recommendations cover the broad operational deficiencies observed by TAI. More specific comments and suggestions are made for each objective and operational component in the following section of this report.

Target Population for Operation Bridge

The target population for Operation Bridge was designated as, "Youths aged 16 through 21 . . . consisting principally of minority members from economically underprivileged families characterized by low educational attainment, substantial under- or unemployment. . . ".1/

1/ Definition paraphrased from Proposal to U.S.O.E. for funding of Operation Bridge and contained in TAI Progress Report #1 to AIMS College (June 7, 1971).

Findings: Table 2 contains the characteristics of students who participated in Operation Bridge. Data on students who entered the program at the beginning of the fall term in September were tabulated separately from those students who entered the program between September and November 5, 1971.

All available indicators regarding age, ethnic group, sex, and highest grade level attained by students indicate that students described as part of the target population were in fact recruited into Operation Bridge. Personal interviews with students and family units verify that disadvantaged students are being served.

A review of the home address of participating students indicates that nearly 70.0 percent reside in Greeley. The remaining 30.0 percent reside in nine various communities located from three to thirty miles from Greeley. According to the Dean of Students office, the same proportion of regular indistrict students and Special Needs students also live in the Greeley area. Thus Operation Bridge is recruiting students from those communities located closest to the College in the same degree as other educational programs offered by the institution.

The degree of success that Operation Bridge has had in reaching its intended target population can be gauged from the fact that twenty-two out of twenty-nine students who responded to a TAI questionnaire indicated that they could not get along without the program. Ten students indicated they would not be attending AIMS College if it were not for Operation Bridge. Several of the following edited student comments reflect the feelings of the majority of students who were interviewed and/or responded to the student questionnaire. Although several of the comments are succinct, they reveal a loyalty and strong support for Operation Bridge.

- I like the feeling that somebody really cares. Just knowing that there is someone to help me has made a difference. Without O.B. (Operation Bridge), I probably wouldn't have come to school. . . . For the first time I feel somebody is truly interested in me and how I do in school. -- 18 year old female.

Table 2

CHARACTERISTICS OF OPERATION BRIDGE STUDENTS

Student Characteristics	Number of Entering Students 1/	Number of Added Students 2/	Total Students	Percent of Total
Age Range:				
16-18	57	38	95	61.2%
19-21	28	4	32	20.6
Over 21	22	6	28	18.2
Ethnic Group:				
Spanish surname	58	27	85	54.9
Anglo	47	20	67	43.2
Negro	--	1	1	1.9
Other	2	--	2	
Sex of Students:				
Male	56	31	87	56.1
Female	51	17	68	43.9
Highest Grade Level Attained:				
Some college	8	--	8	5.1
High school graduate/GED	24	1	25	16.1
8th to 12th grade	74	44	118	76.1
Below 8th grade	1	3	4	2.7
Totals	107	48	155	100.0%

1/ Entering students refer to those who began the fall quarter in September 1971.

2/ Added students refer to those who entered the program after the first week of the fall quarter, but not after November 5, 1971.

Source: Data prepared by TAI from information obtained from Operation Bridge staff, November 16, 1971.

- The counselors have been real helpful and always there when I needed to talk. -- 18 year old female.
- Operation Bridge has helped me get the schooling I need. -- 25 year old male.
- Classes in Operation Bridge are not as boring as they were in regular school. -- 17 year old female.
- They care! -- 18 year old female.
- In my opinion, Operation Bridge is helping the Greeley community and hope that some day other communities will have an Operation Bridge. -- 24 year old male.
- I like the idea of going to school and working at the same time. -- 17 year old male.
- I'm learning! -- 21 year old male.

Recommendations: Although 155 students participated in the program during the evaluation period from September through November 5, the number of students yet to be attracted to and served by the program remains unknown. With this factor in mind, TAI recommends that--

1) the Operation Bridge staff give consideration to the optimum size of student participation in the program in light of counselor loads and available instructional resources,

2) efforts to strengthen the student referral network in the schools and community be continued along with an effort to evaluate its effectiveness, and

3) efforts be made to develop more specific selection criteria for participating students in the program in order to differentiate them from students in the Special Needs Program.

Holding Power of Operation Bridge. The holding power of a program refers to the number of students who satisfactorily complete a designated period of training.

Findings: Of 107 students who started Operation Bridge in September, fifteen left before November 5, 1971. The following characteristics and information are available about the students who formally dropped:

- 9 were under 18 years old
- 11 were male
- 7 were recruited by Operation Bridge from the community referral network
- 13 lived in Greeley.

Reasons for leaving the program were--

- 4 students took full-time jobs
- 3 students entered other training or educational institutions
- 3 students were detained by court action
- 2 students left because of marriage or pregnancy
- 3 students did not attend classes after September.

Recommendations: Although the proportion of entering students who formally dropped seems low (14.0 percent), the informal and potential dropout rate is much higher as indicated by poor attendance reported by teachers in some classes (Remedial Reading and GED). In this regard TAI recommends that--

1) a system be implemented whereby teachers report to Operation Bridge counselors the names of students with poor attendance so that family contacts can be made. This communication link between teachers and counselors should also include feedback from counselors to teachers so that the latter will be informed of counselor action and any action to be taken by the teachers, and

2) counselors continue their efforts to follow up students who leave Operation Bridge.

Effectiveness in Reaching Stated Program Objectives

Operation Bridge is a holistic approach to improving both the awareness level of students and teachers in elementary and secondary schools and providing occupational preparation for students. The specific goal of the first endeavor is to improve student and teacher awareness about the world of work and the need for preparation for entry level employment. The second endeavor involves a multiple approach which provides prevocational training and specific preparation for entry level employment. Being aware of the broad mission of Operation Bridge, this section of the evaluation report contains an assessment of each of the objectives and components previously listed on Table 1.

Findings, comments, and recommendations related to each objective are as follows:

1. Use of Ethnic Counseling Staff: There are two counselors. Both are from the Chicano community, as are three of the five part-time student tutors used in the program.

   - This objective seems to have been satisfactorily reached by Operation Bridge.

2. and 3. Student Recruitment System: A student referral network was established in the schools and a dozen persons in the community have been identified as referral sources for out-of-school youths who qualify for the program. According to estimates and records of Operation Bridge staff members, nearly fifty students were recruited from the community referral network and another dozen referrals were made by the secondary schools served by the program. The combined student referrals from schools and community accounted for 36.0 percent of the participants in Operation Bridge during September and October.

   - TAI recommends that Operation Bridge continue to strengthen this component of the project through an ongoing assessment of the student referral network and the addition of referral sources as necessary.

4. Family Unit Contacts: A total of thirty-two families were contacted separately for at least one initial visit during September and October. In addition, one or more follow-up visits were made to six of these families.

A sample of six families were visited by a member of the TAI third-party evaluation team. These visits indicated families were very satisfied with the relationships that had developed between them and Operation Bridge counselors. Most of the family members interviewed by TAI expressed appreciation for the interest the counselors had demonstrated in helping their children further their education.

- TAI suggests that each Operation Bridge counselor attempt to increase his family unit contacts to a minimum of ten initial contacts per month in order to make certain that all families are visited at least once during the school year.

5. Continuous Student Counseling: Records indicate that between the two counselors nearly 100 student contacts and office visits were made each month during September and October. Overall student reaction to the counseling effort was extremely positive. Students viewed the counselors as considerate, helpful, and an important influence in keeping them in school.

- TAI finds the student counseling component to be excellent and highly effective.

6. Financial Assistance: Operation Bridge offered no direct financial aid to participants; however, students who qualified for the Special Needs Program received the cost of books, tuition, and student fees. Approximately one-third of the participants in Operation Bridge received such assistance.

- TAI recommends that Operation Bridge continue to strengthen the link with the Special Needs Program in providing financial assistance to students who qualify.

7. Long Range Follow-up: During the period of evaluation no activity took place to reach this objective as there were no students who completed training.

   - TAI recommends that Operation Bridge establish follow-up contact as students complete training and continue to follow up students who drop out of the program before completion of training.

8. Job Placement: No activity took place during the evaluation period; however, Operation Bridge has established liaison with the Placement Counselor of AIMS College to assist students in finding part-time and full-time jobs while attending school. An interview with the Placement Counselor revealed that about six Operation Bridge students had been placed in jobs through his office.

   - TAI suggests that this component be strengthened through continued liaison with the Job Placement Officer at AIMS College.

9. Acceptance of Students During School Year: The previous section on target population for Operation Bridge contains a description of the characteristics of participating students. A total of 155 students participated in the program during September and October, forty-eight of which were added after the fall quarter began. This indicates the level of effort made by Operation Bridge to make the program available to students during the school year.

   - TAI finds the effort of Operation Bridge to accept students during the school year satisfactory.

10. Prevocational Instruction: At this time the prevocational component of the program is comprised of (1) a reading course designed to improve the reading skills of students and (2) GED classes for students who have not graduated from high school.

    Available data on the remedial reading program indicate that eighty-one students participated in the reading classes.

performance data on these students are not complete; however, at the time of this evaluation four students had completed the reading program and reached a reading level necessary to participate in regular courses taught at AIMS College. Five students had dropped the program without reaching desired reading levels. Thirty-six students were still in the process of instruction and were attending classes regularly. Thirty-six students were attending classes sporadically and no test data were available on their achievement.

Ninety-five out of the 155 students who participated in Operation Bridge were enrolled exclusively in GED classes or high school transfer courses; another twelve students were taking GED classes while being simultaneously enrolled in a vocational course; and forty-five students were enrolled only in vocational courses. Table 3 shows the number of students by program who started Operation Bridge at the beginning of the fall quarter and the number who were added. The data show that ninety-eight out of 155 students were not enrolled in an occupational program of any sort. This constitutes 63.2 percent of the total number of students participating in Operation Bridge between September and November. During future quarters this percent should diminish.

Table 3

EDUCATIONAL PROGRAM OF OPERATION BRIDGE STUDENTS

Type of Program	Beginning Students	Added Students	Total
GED/high school transfer	55	40	95
Other nonvocational	3	--	3
GED/vocational	8	4	12
Vocational	41	4	45
Total	107	48	155

Source: Data compiled by TAI from information provided by Operation Bridge staff.

It is recognized and accepted that many of the students who are the target population for Operation Bridge need assistance in developing and raising their reading skills; also the 78.8 percent who do not have a high school diploma should receive necessary instruction for the GED or high school credit. However, by themselves these two programs do not appear to meet the objective of providing prevocational instruction.

NOTE: Although a prevocational program (aside from the remedial reading and GED classes) was not implemented during the evaluation period, plans were made for a Career Exploration Course. This exploratory course will be offered on a pilot basis to fifteen GED students during the winter quarter.

- TAI recommends that the proposed Career Exploration Course be implemented at once.

11. Instructional Packages for Exploratory Vocational Education: No activity has been undertaken to meet this objective.

- TAI recommends that this objective be changed or eliminated for the second year of operations and that a concentrated effort be placed on the implementation of a Career Exploration Course.

12. Integration of Students into Ongoing Occupational Programs: Table 4 contains a summary of the Operation Bridge students enrolled in regular occupational programs offered by AIMS College. The data show that of the forty-nine students who began in the fall quarter, twenty-five were enrolled in business or business related courses, eleven were enrolled in the automotive and/or auto body program. The remaining thirteen students were enrolled in eight other occupational programs. The statistics for beginning students (i.e., those who started the fall quarter) indicate a satisfactory effort. The data on students who entered Operation Bridge between September and November indicate that further planning and work must be done to achieve the integration of students into ongoing occupational programs.

Table 4

OCCUPATIONAL PROGRAMS OF
OPERATION BRIDGE STUDENTS

Vocational Program	Number Beginning	Number Added	Total
Automotive	7	1	8
Auto Body	4	4	8
Business	20	2	22
Office Occupations	1	--	1
Typing	4	--	4
Building Construction	1	--	1
Data Processing	1	--	1
Drafting	1	--	1
Electronics	1	--	1
Nurse Aide	2	--	2
Teacher Aide	2	--	2
Upholstery	1	--	1
Welding	4	1	5
Total	49	8	57

Source: Data compiled by TAI from information provided by Operation Bridge staff.

The barriers to integrating any student into an occupational program during midterm are many. Few courses are designed to accommodate entering students who do not start at the beginning of an academic term. There is at present an absence of short-term (i.e., four- to eight-week) programs.

- If Operation Bridge wishes to maintain and reach this objective, it should be prepared to devote some of its resources to the planning and implementation of steps to meet the need for short-term occupational courses.

13. Tutorial Assistance: Five part-time tutors have been hired by Operation Bridge. Responses from students who were interviewed and who filled out written questionnaires indicate that tutorial assistance must be made more accessible to students during class time.

- This component of Operation Bridge could be strengthened considerably--for GED students in particular--by having the instructors and tutors institute a plan for providing tutorial services in the classroom during class time or shortly afterward.

14. Vocational Courses for 11th and 12th Graders: No activity was undertaken during the evaluation period to implement such courses.

- TAI recommends that activities in this regard be combined with those mentioned previously for objectives 10 and 12.

15. Work Experience: Few Operation Bridge students participate in a work experience program. Yet the information disclosed by student interviews and written questionnaires strongly suggests that this is one of the most needed components of Operation Bridge. For example, twenty-two out of twenty-nine students who responded to a TAI questionnaire indicated that they did not participate in a work experience program or hold a part-time job. Nineteen of these students wanted to participate in such

a program and two students holding part-time jobs wanted to obtain different jobs.

- TAI recommends that efforts to expand both the work-study program and cooperative work experience for Operation Bridge be undertaken immediately. If necessary, a full-time professional staff member of Operation Bridge should be assigned this responsibility.

16. K-12 Occupational Exploration Program: Seven different learning activity packages were developed for grades K through 6. The development of these packages was contracted for by Operation Bridge with the Director of Independent Studies at the University of Northern Colorado (UNC). These packages are being pilot tested in the Fort Lupton District and a number of constructive suggestions that can be used to improve the materials before they are distributed to other districts have already been submitted to the Director of Operation Bridge by teachers.

- TAI suggests that the efforts of Operation Bridge to increase the awareness level of students and teachers in K-12 about occupational education not be confined to the development of learning packages and that the existing learning packages should be revised in light of the feedback from teachers in the pilot district.
- Before further learning packages are developed, Operation Bridge should develop an overall concept of occupational education and its development at each grade level. If necessary, outside curriculum consulting services should be sought to help develop the concept, with provision that teachers from each grade level be given the opportunity to contribute their ideas and suggestions.
- In addition to learning packages, Operation Bridge should endeavor to solicit ideas and suggestions from teachers at each grade level on needed materials and resources to sufficiently cover the topic of occupational education

as an integral part of the existing instructional process. After assessment of teacher requests, Operation Bridge should attempt to acquire and distribute appropriate materials and audio-visual equipment within the limits of its resources. If possible, such materials should be selected from those readily available from educational suppliers.

17. Teacher Workshops: Operation Bridge conducted a short workshop in May 1971 for teachers in Weld County to orient them to the goals and objectives of the program.

During the fall quarter, Operation Bridge sponsored a workshop for teachers to acquaint them with behavioral objectives and help them develop learning packages on occupational topics appropriate for the grade levels taught by participating teachers. The second workshop was offered for college credit (three quarter hours) through UNC. Operation Bridge paid one-third of the tuition cost for each participant. Interviews with participating teachers revealed a high level of satisfaction with the workshop and, more importantly, teachers seemed enthusiastic about the adaptation of occupational orientation as part of their instructional process.

- TAI recommends that Operation Bridge sponsor a series of short-term workshops throughout the county in order to (1) familiarize district teachers, counselors, and administrators with the potential assistance, service, and materials Operation Bridge is prepared to offer and (2) help teachers find methods to integrate career information into the existing curriculum at each grade level.

18. Lay Advisory Committee: The Director of Operation Bridge has established a Lay Advisory Committee comprised of ten members of various community organizations. However, after an initial meeting with members of the Advisory Committee, little further contact has been made.

- TAI recommends that the Director of Operation Bridge schedule regular group meetings with the Lay Advisory Committee. Meetings should be held at least four times a year, and more often if necessary.

Administrative Relationships

The first year of Operation Bridge was characterized by an expanding awareness by most College administrators and the Operation Bridge staff concerning the magnitude and complexity of the project. This had, for the most part, a sobering effect on administrators as the realization that the holistic approach of the project was going to require more effort than had been planned originally. Despite the delays in staffing the project and subsequent delays in implementing various components, the recovery of the program in making up lost ground during the late stages of the year is commendable.

There were several consequences resulting from the early delays. First, there was a lack of direction while the Operation Bridge Director and staff oriented themselves to their new positions and the various operational components of the program. Second, as the administrative activities of AIMS College were increasingly devoted to the problems of acquiring a new campus site and erecting new vocational facilities, coordination and communications between Operation Bridge and other units of the College broke down.

The result of these problems was that the direction of planning and operational activities for Operation Bridge came increasingly from the influence of the third-party evaluator. (It should be noted that the original request for contracted services made by AIMS College called for a considerable amount of management consulting.) Until the beginning of the fall term the failure to implement programs was not felt. As one high level administrator at AIMS College noted, "The direction and implementation of Operation Bridge now must come from the Director and other administrators at the College, instead of depending on external direction."

- TAI agrees and suggests that during the second year any contract for third-party evaluation be limited to evaluation activities. This does not mean that the College will not have to request assistance from outside consultants for expertise and consulting services when necessary, but contracts for such services should be separate from the third-party evaluation. Increasing reliance for solving administrative problems should be placed upon the internal resources of the College. TAI believes that the administrators of AIMS College and the staff of Operation Bridge are in a much better position to do this than they were a year ago.

Coordination of Program. Two elements of coordination need consideration--internal and external.

Internal: Internal refers to the management of the staff and operations within Operation Bridge. For the potential size and magnitude of the program, Operation Bridge is understaffed. Someone should have full-time responsibility for the K-12 component and someone should have full-time responsibility for the work experience component. The need for additional counselors will have to be reviewed as the number of students participating in the program increases and the case load of the counselors reaches practical limits. Aside from these two areas, the internal coordination appears to be satisfactorily executed.

External: Four major operational units of the College need to be externally coordinated with Operation Bridge--General Studies, Student Services, Vocational Education, and Special Needs. The chief administrator of each of the first three units (as of November 16, 1971) holds a higher position in the College's organizational hierarchy than the Director of Operation Bridge. Because of this, getting things done depends on the personal initiative, persuasion, and influence of the Director rather than on authority to implement programs affecting units outside Operation Bridge. In one instance, the chief administrator of one instructional unit of the College admitted that he had not paid

sufficient attention to the requests of the Director of Operation Bridge because he did not have time.

Even if the Director of Operation Bridge is told that he has a free hand, it is difficult to demand action from a fellow administrator who holds a higher position. Furthermore, it is a breach of sound management principles for the administrator of one organizational unit to involve personnel from another unit without first going through their superior.

- TAI suggests that action be taken by the College to strengthen the external coordination of Operation Bridge. In part, this might be achieved if the chief administrators from each of the following units formed the nucleus of an Administrative Advisory Council: General Studies, Student Services, Vocational Education, and Special Needs. In addition to the Director of Operation Bridge, the Vice President of the College should become a member of this advisory group. His membership would be of benefit because of his knowledge about broader institutional planning and would strengthen the vertical communications link of the College.

The Administrative Advisory Council should have responsibility for contributing information to program planning and coordination and should provide a means for implementation of each program component affecting one or more organizational units of the College outside of Operation Bridge.

NOTE: TAI would concur with the decision to place all programs aimed at the disadvantaged under the direction of a single administrator. However, the basic recommendation to form an Administrative Advisory Council would not be affected.

Budget Control. One major weakness in the management system of Operation Bridge is the lack of monthly statements indicating the status of funds in each major budget category. Such reports are necessary for program planning and ongoing evaluation.

- TAI strongly suggests that the business office provide such monthly reports to the Director of Operation Bridge.

Second Year Status. The foregoing suggestions for strengthening the programmatic components and administrative procedures of Operation Bridge were made with the knowledge that some, if not all, of the recommendations are already at various stages of planning and implementation. Most of the findings and recommendations contained in this report have been discussed with the Director of Operation Bridge and other key College officials. In nearly all cases, there was agreement that changes needed to be made.

- TAI found that the admission of the need for change was accompanied by a willingness to institute realistic and soundly based procedures and programs that were needed. Because of this constructive attitude, TAI finds that Operation Bridge should be continued for the second year. This decision is based on:

(1) the demonstrated need for the program among students

(2) the measurable progress made in reaching a number of its objectives was taken as an indication of the capability of Operation Bridge to attain other of its stated objectives in the near future

(3) the growth and development of the Operation Bridge Director and staff in solving the problems of implementing programs

(4) the favorable attitude and desire to make the program succeed exhibited by the administrative group of AIMS College.

If these factors can continue, Operation Bridge should fulfill the spirit behind the legislation that funded it and become truly exemplary.

V. CONCLUSIONS

In light of the fact that the first year activities of Operation Bridge were somewhat behind schedule in getting underway and certain aspects of the program were carried out on a limited basis, the Director of this project considers the first year of program operation as a successful endeavor.

He would also like to express his appreciation to all of those individuals who have given of their time, energy, and ideas. Without their assistance and cooperation, the project could not have even met with a small measure of success.